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Designed with the objective that the nursing needs of the people of the state be met by qualified practitioners of nursing prepared in institutions of higher education, the blueprint includes among its proposals the following: (1) that plans be completed for the transfer of all nursing programs to institutions of higher learning by 1972, (2) that no hospital diploma or practical nursing programs be established after January 1, 1967, (3) that priority be given to expansion of baccalaureate degree programs to meet the demands for teachers, supervisors, administrators, and professional practioners, (4) that by 1976, 30 percent of the nurses graduated annually be prepared at the professional level and 70 percent at the technical level, (5) that graduates of diploma and associate degree programs be assisted to continue their preparation toward a baccalaureate degree, (6) that qualified practical nurses be assisted to obtain preparation in degree-granting programs, and (7) that opportunities be provided for diploma, associate degree, and practical nursing program graduates to obtain advanced placement in degree programs through proficiency examinations administered by the state Education Department. Suggestions for composition and structure of the planning groups as well as resources for guidance are included. (JK)

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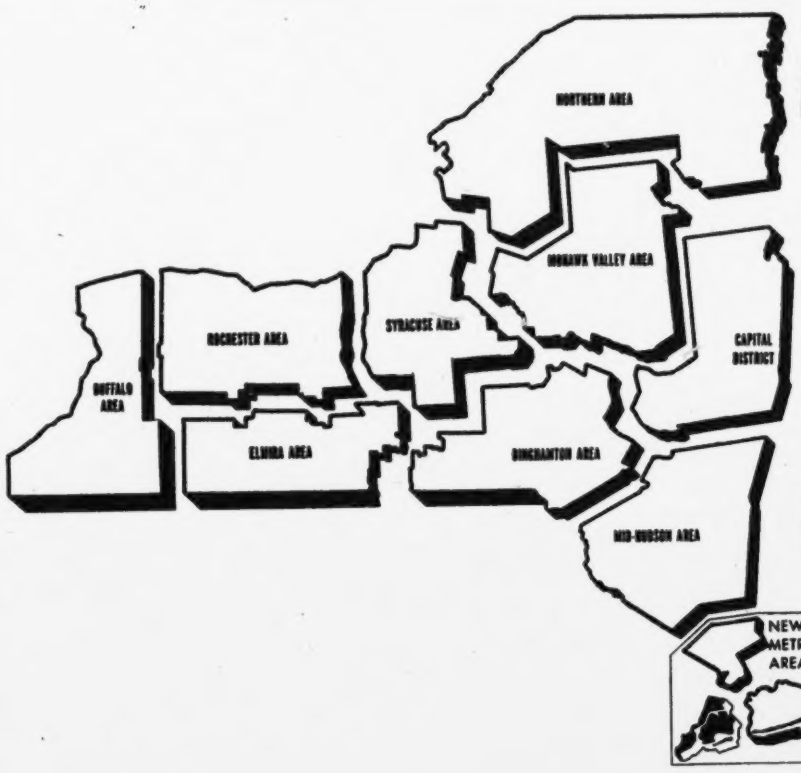

A BLUEPRINT FOR THE EDUCATION OF NURSES IN NEW YORK STATE

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assuming a responsibility

When The New York State Nurses Association was founded in 1901, included among the purposes for its existence were the following:

- "To further the efficient care of the sick and disabled and others requiring nursing service;
- "To advance the educational and professional standards of nursing;
- "To maintain the honor, character and dignity of the nursing profession;
- "To promote the educational and professional advancement of nurses."

Within the ensuing 65 years the Association continuously appraised and examined and met, successfully, the forces and factors which made it necessary to change or advance standards of nursing practice and education. A study of the developments in these areas from 1901 to the present will reveal the extent of these changes.

The issuance of "A Blueprint for the Education of Nurses in New York State," which will be found on the following pages, is further evidence of the Association assuming its responsibility "to advance the educational and professional standards of nursing." The startling social changes which have occurred within the past few years, and will continue to occur, mandate once again new changes for the profession; therefore, the "Blueprint." ■

A BLUEPRINT FOR THE EDUCATION OF NURSES IN NEW YORK STATE

foreword

In December, 1965, the American Nurses' Association issued a statement on the educational preparation required for nursing. This document sets forth the professional nursing association's position concerning the education necessary for the practice of nursing.

The New York State Nurses Association, in accepting the concepts enunciated in the position paper of the American Nurses' Association, recognizes its responsibility to provide the direction and guidance for the implementation of the position in New York State.

In May, 1966, the Board of Directors of The New York State Nurses Association authorized the Association's Committee on Education to construct a blueprint for the orderly transition of nursing education in New York State.

The Committee defined its blueprint as "a design to bridge the gap between what nursing education has been and is to a system within the mainstream of American higher education as applied to the multiplicity of resources and programs within New York State; a detailed program of action of who, what, when, how, to serve as a foundation for a coordinated plan of implementation." The base upon which the Committee built its design was a realistic acceptance of the need in New York State for planned transition in nursing education without disruption or interruption of vitally needed nursing services. The apex at which the design culminates is the commitment that the nursing needs of the people of New York State will be met by qualified practitioners of nursing.

"A Blueprint For The Education of Nurses in New York State" was approved by the Board of Directors of The New York State Nurses Association on October 23, 1966.

introduction

The State of New York faces critical problems in insuring even minimum nursing services for the present and in the years ahead unless bold and well coordinated measures are adopted to increase both its qualitative and quantitative supply of nurses.

The New York State Nurses Association believes the stark reality of the present nursing situation in this state does not require further study or appraisal because there already exists a wealth of excellent material on the subject. In the preparation of this blueprint numerous past and current studies, reports, and recommendations concerning the nursing needs of New York State were examined (see Appendix I). We know from the analysis what the problems are. Commitment to action is needed now to avoid loss of additional valuable time in closing the gap between the demands for nursing services and the nursing resources available.

The Association therefore presents this blueprint for action to meet the nursing needs of the people of New York State, and calls upon all individuals and groups, throughout the state, responsible for and concerned with education and health services to cooperate in its implementation.

assumptions

The assumptions underlying the development of the blueprint are:

1. The nature and complexity of health services will demand an increasing number of highly qualified nursing personnel.
2. The quality of nursing services is directly influenced by the educational preparation of personnel providing this service.
3. There will be a continuing need for practitioners of nursing prepared at the technical level and the professional level.
4. Expansion of programs of nursing will be affected by the availability of qualified faculty.
5. The needs and resources available for the preparation of nurse practitioners will vary within geographic areas of New York State.
6. Planning and action for transition in nursing education will be achieved by professional nurses in cooperation with representative community planning groups.
7. Economics will distinctly affect community planning for nursing education.

objective

This blueprint was designed with one primary objective:

That the Nursing Needs of the People of New York State Will Be Met by Qualified Practitioners of Nursing Prepared in Institutions of Higher Education.

To achieve this objective The New York State Nurses Association proposes the following:

1. Plans be completed for the transfer of all programs in New York State preparing practitioners of nursing to institutions of higher learning by 1972.
2. No new hospital diploma programs in nursing be established after January 1, 1967.
3. No new programs in practical nursing be established after January 1, 1967.
4. Priority be given to the expansion of baccalaureate degree programs in order to meet the demands for teachers, supervisors, administrators, and professional practitioners.
5. Based on the estimates of projected needs, the ratio be increased by 1976 from the current 14 per cent of nurses prepared annually at the professional level and 86 per cent at the technical level to 30 per cent at the professional level and 70 per cent at the technical level.
6. Every effort be made to assist graduates of hospital diploma programs and associate degree programs to continue their preparation toward a baccalaureate degree in nursing.
7. Every effort be made to assist licensed practical nurses, qualified to do so, to seek preparation in degree-granting programs in nursing.
8. Every effort be made to provide opportunities for graduates of hospital diploma, associate degree, and practical nursing programs for advanced placement in degree programs through proficiency examinations administered by the New York State Education Department.
9. Minimum preparation for beginning generalized nursing practice be associate degree education in nursing.

   General Practitioners: prepared at the technical level, and capable of carrying out nursing measures, as well as medically delegated techniques, with a high degree of skill, using principles of an ever-expanding body of science.

10. Minimum preparation for beginning professional nursing practice be baccalaureate degree education in nursing.

    Professional Practitioners: prepared at the baccalaureate level, who are required for nursing team leadership in hospitals, public health agencies, and other related health agencies, to assume the increasing demands for clinical nursing judgments in the complex nurse-patient-family situation. Clinical judgments which require a nurse with the ability to plan, provide, and evaluate nursing care; to supervise, teach, and direct all those who give nursing care; to collaborate with those in other disciplines in planning and in implementing care; to coordinate and synchronize medical and other professional and technical services as these affect patients.

action

The New York State Nurses Association assumes the responsibility for spearheading this program of action. In order to implement, successfully, the proposals set forth in this blueprint, specific responsibilities will need to be assumed by each of the following:

A. *The New York State Nurses Association:*

1. Provide the necessary leadership.
2. Coordinate the plan of action by:
   a) serving as an informational and resource center to district nurses associations and community planning groups;
   b) providing a forum for progress reports by community planning groups through the establishment of a New York State Council on Regional Planning for Nursing Education.
3. Sponsor and support legislation to:
   a) establish or augment scholarship and/or loan assistance programs for students and practitioners of nursing;
   b) establish new associate and baccalaureate degree programs in nursing within the State University system.
4. Appraise the Nursing Practice Act and initiate changes needed to assure maintenance of standards enunciated by the profession.
5. Encourage private junior and senior colleges and universities to expand existing programs in nursing or to establish new programs.
6. Maintain continuing liaison activities with state agencies and organizations responsible for and concerned with education and health services.

B. *District Nurses Association:*

1. Appoint a committee on education as recommended by The New York State Nurses Association.
2. Assume leadership in the formation of an ongoing community planning group whose function would be to initiate a program of action for nursing education in the area.
3. Support and promote a continuing program of education designed to inform members and the community at large of the standards enunciated by the profession.

C. *Community Planning Group:*

1. Assume, with the cooperation of professional nurses, the responsibility for meeting the nursing needs in the community.
2. Be aware of the standards enunciated by the nursing profession concerning the education and utilization of nurses.
3. Appraise the total needs for nursing services within the community.
4. Identify the educational and clinical resources available for nurse preparation programs.
5. Move as expeditiously as feasible to insure that programs for the preparation of nurse practitioners are located in institutions of higher education.
6. Stimulate the establishment of programs of nursing in colleges and universities where adequate clinical and financial resources are available.
7. Initiate effective and forceful nurse recruitment programs and publicize the career potential for practitioners prepared at the technical and professional levels.
8. Critically examine programs preparing a limited number of nurse practitioners.
9. Urge consolidation or discontinuance of existing small programs in nursing in the interest of conservation of qualified faculty and clinical and financial resources.
10. Urge existing hospital diploma schools of nursing to participate with colleges and universities in planning for the utilization of faculty and clinical resources for the development of associate, baccalaureate, and higher degree programs in nursing.

11. Actively support governmental and private scholarship and financial assistance programs for all students interested in pursuing a career in nursing.

12. Seek continuing counsel from state agencies responsible for education and health services in developing or initiating plans of action.

13. Utilize all types of media to obtain full public support of proposed plans or activities.

14. Maintain a continuing liaison relationship with The New York State Nurses Association and submit reports as requested.

mechanics

Immediate and successful implementation of the blueprint will depend upon the concerted and forceful action of community planning groups throughout the state. It is expected that professional nurses will take the leadership in initiating the formation of such groups.

In considering regional planning for nursing education for the entire state, it was decided that the proposed community planning groups should coincide in geographic boundaries with the areas defined by the State Department of Commerce as the "Economic Areas of New York State." This decision was based on the fact that valuable data and statistics, which would be needed by the community planning groups in their work, have been compiled and are available for these areas.

The geographic boundaries of the district nurses associations and of the proposed community planning groups do not coincide. Guidance in developing a coordinated working relationship among districts in the formation of community planning groups will be provided by The New York State Nurses Association.

Number and Location of Community Planning Groups

Community planning groups should be established in each of the ten economic areas of the state (see Appendix II). The New York metropolitan area would be subdivided into three areas, resulting in a total of twelve community planning groups for the entire state.

Suggested Composition of a Community Planning Group

A community planning group should be composed of individuals who provide a broad range of professional, institutional, and community points of view. It is essential that the appointees be men and women of competence and dedication, who are well informed about and interested in the field of education and health service. Representatives from the following should be considered in the selection:

a) district nurses association
b) local league for nursing
c) secondary and higher education
d) hospitals and other health agencies
e) medical profession
f) industry
g) labor
h) civic groups
i) consumer

Suggested Structure of a Community Planning Group

A community planning group for nursing education should:

a) be an ongoing permanent group
b) establish formal structure with provisions for officers, regularly scheduled meetings, handling financial needs, etc.
c) determine short- and long-range goals

Resources for Community Planning Groups

Guidance and direction will be provided by The New York State Nurses Association. In addition, community planning groups are encouraged to seek advice and consultation from the following:

a) New York State League For Nursing
b) New York State Education Department
c) New York State Health Department
d) any other groups which could be of assistance

timetable

The timetable for the initial implementation of the blueprint is as follows:

1. January 1, 1967: formation of district committees on education

2. June 1, 1967: formation of community planning groups

3. January 1, 1968: formation of New York State Council on Regional Planning for Nursing Education

4. June 1, 1968: submission of initial reports by community planning groups

5. January 1, 1970: submission of interim reports by community planning groups

6. January 1, 1972: submission of first major reports by community planning groups

■ ■ ■

appendix I

Materials

The following studies and reports were reviewed in preparation of the blueprint:

"Annual Reports of Secretary, Board of Examiners of Nurses of New York State" (1956–1966).

"A Survey of Registered Professional Nurses Employed in Hospitals in New York State" (University of the State of New York, State Education Department, Division of Professional Education, 1965).

"Basic and Highest Degree Preparation of Faculties of Schools of Nursing in New York State" (University of the State of New York, State Education Department, Division of Professional Education, 1963).

"Education for the Health Professions," Report to the Governor and the Board of Regents (New York State Committee on Medical Education, 1963).

"Education For Nursing Practice," 1966 Arden House Conference (New York State Nurses Association, 1966).

"Educational Preparation For Nurse Practitioners and Assistants to Nurses . . . A Position Paper" (American Nurses' Association, 1965).

"Experimental Programs in Nursing Curriculums . . . New York State" (University of the State of New York, State Education Department, Division of Professional Education, 1957).

"Facts About Nurses and Nursing in New York State" (Office of Nurse Education, Division of Professional Education, New York State Education Department, 1966).

"Professional Nurses Registered in New York State during the First Four Months of the Biennium September 1, 1955—August 31, 1957" (University of the State of New York, State Education Department, Office of Assistant Commissioner for Professional Education).

"Needs and Facilities in Practical Nursing Education in New York State" (The Nurse Resources Study Group, University of the State of New York, State Education Department, 1961).

"Needs and Facilities in Professional Nursing Education in New York State" (The Nurse Resources Study Group, University of the State of New York, State Education Department, 1959).

"Second Interim Revision, 1964 Master Plan for the City University of New York" (Board of Higher Education, City of New York, 1966).

"The Master Plan, State University of New York," rev. edition (State University of New York, 1964).

"The New York State Associate Degree Nursing Project, A Final Report to the W. K. Kellogg Foundation" (University of the State of New York, State Education Department, 1964).

"The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964" (University of the State of New York, State Education Department, 1965).

"Toward Quality in Nursing . . . Needs and Goals," Report of the Surgeon General's Consultant Group on Nursing (U.S. Department of Health, Education and Welfare, U.S.P.H.S., 1963).

"Trends of Enrollments in Basic Professional Nursing Programs in New York State 1957–1962" (University of the State of New York, State Education Department, Division of Research in Higher Education, Division of Professional Education, 1964).

appendix II

Economic Areas of New York State

I. BUFFALO AREA includes counties of:
Cattaraugus, Chautauqua, Erie, Niagara

II. ROCHESTER AREA includes counties of:
Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming, Yates

III. ELMIRA AREA includes counties of:
Allegany, Chemung, Schuyler, Steuben, Tompkins

IV. SYRACUSE AREA includes counties of:
Cayuga, Cortland, Madison, Onondaga, Oswego

V. BINGHAMTON AREA includes counties of:
Broome, Chenango, Delaware, Otsego, Tioga

VI. MOHAWK VALLEY AREA includes counties of:
Fulton, Hamilton, Herkimer, Montgomery, Oneida

VII. NORTHERN AREA includes counties of:
Clinton, Essex, Franklin, Jefferson, Lewis, St. Lawrence

VIII. CAPITAL DISTRICT AREA includes counties of:
Albany, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington

IX. MID-HUDSON AREA includes counties of:
Columbia, Dutchess, Greene, Orange, Putnam, Sullivan, Ulster

X. NEW YORK METROPOLITAN AREA
- A. Westchester and Rockland counties
- B. Kings, Queens, Richmond, New York and Bronx counties
- C. Nassau and Suffolk counties

Based on the New York State Department of Commerce definition of Economic Areas.

NOTES:

The New York State Nurses Association Committee on Education 1965–1967

Chairman:
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Members:
Marian H. Hosford, R.N., former Chairman, Department of Nursing, Mount Saint Mary College, Newburgh, N.Y.
Sister Marie Michael, R.N., Director of Nursing, St. Joseph's Hospital, Elmira
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Eleanor C. Lambertsen, R.N., Chairman, Department of Nursing Education, Teachers College, Columbia University

The committee gratefully acknowledges the assistance of Miss Agnes Gelinas, R.N., in the preparation of this material.

The Tripartite Link to Successful Transition . . .

It is recognized that achievement of *orderly* transition of nursing education in New York State from its present status to that outlined in the NYSNA Blueprint will be directly related to the degree of acceptance and implementation of three specific Blueprint proposals. These are:

6. *Every effort be made to assist graduates of hospital diploma programs and associate degree programs to continue their preparation toward a baccalaureate degree in nursing.*

7 *Every effort be made to assist licensed practical nurses, qualified to do so, to seek preparation in degree granting programs in nursing.*

8. *Every effort be made to provide opportunities for graduates of hospital diploma, associate degree and practical nursing programs for advanced placement in degree programs through proficiency examinations administered by the New York State Education Department.*

Without orderly and planned transition, valuable time will certainly be lost in the attainment of the Blueprint's primary objective: "That the nursing needs of the people of New York State will be met by qualified practitioners of nursing prepared in institutions of higher education." The Association believes that proposals 6, 7, and 8 are the tripartite link to successful transition. It is, therefore, moving vigorously, with plans to:

1. **Survey colleges and universities conducting programs in nursing regarding existing policies governing advanced placement for graduates of hospital diploma programs, associate degree programs, and practical nurse programs.**
2. **Compile and make available the above information to all interested nurses.**
3. **Compile and make available information regarding sources of financial aid for education.**
4. **Seek additional financial aid for education for RNs through NYSNA's legislative program.**
5. **Urge all colleges and universities conducting programs in nursing to re-examine existing policies governing advanced placement for RNs and LPNs and to explore new approaches in this area.**
6. **Urge employers to assist and encourage those nurses who are seeking additional educational preparation through establishing tuition refund plans, arranging and permitting flexible work hours, according monetary recognition for increased qualifications, and maintaining high standards of nursing practice.**
7. **Urge the State Education Department to move as expeditiously as possible in developing proficiency examinations in nursing. (In connection with this extremely important area we are happy to report that the machinery has already commenced toward development of such examinations and the Department considers this a priority activity.)**

The profession must act quickly to close the gap between the demand for quality nursing services and the nursing resources available. Successful transition is the first move!

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